Year 5 Evaluation Report

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INTRODUCTION

Special Educator Technology-Based Training of Trainers for Success (henceforth referred to as SETTT for Success) is a grant funded through the U.S. Department of Education's Office of Special Education programs. The purpose of SETTT for Success is to improve trainers' design and delivery of professional development (PD)[1] for teachers, so that teachers can design and deliver more effective academic instruction for students with significant cognitive disabilities. Since academic expectations for students have increased dramatically in the last decade, effective PD for in-service educators is critical for developing the knowledge necessary to adopt and implement new instructional strategies.

The SETTT for Success conceptual framework, TPACK+, is a blend of the Technological, Pedagogical, and Content Knowledge (TPACK) and Universal Design for Learning (UDL) frameworks (Benton-Borghi, 2013). TPACK represents the intersections among three primary teacher knowledge domains: technological knowledge, pedagogical knowledge, and content knowledge (Koehler & Mishra, 2009). The intersections are labeled as (1) technological content knowledge, which represents how to use technology for instruction in a particular content area; (2) technological pedagogical knowledge, which represents how to use technology in instruction; and (3) pedagogical content knowledge, which represents how to use instructional strategies in a particular content area. UDL is a framework for using tools and resources to reduce barriers to learning for all learners (CAST, 2018). The framework includes three broad principles—providing students with multiple means of engagement, multiple means of representation, and multiple means of action and expression during learning.

The SETTT for Success approach provides trainers with the professional learning (PL)[1], resources, and supports they need to address the needs of teachers who work with students with significant cognitive disabilities. The SETTT for Success approach leverages UDL principles and evidence-based technology to implement effective online PL for trainers as they design and deliver PD for teachers.

The SETTT for Success model includes three components:

[1] In this project, professional development (PD) refers to the learning designed and delivered by trainers **for teachers**. Professional learning (PL) refers to the learning, SETTT for Success approach, and resources designed for **trainers** and implemented by the SETTT for Success project team.

A. A resource collection that supports the design and delivery of PD and includes resources teachers may use with their own students

B. An online PL approach that incorporates (1) modules on how to plan, design, implement, evaluate, and sustain innovation in instruction via a PD cycle; (2) virtual coaching; and (3) a community of practice (COP) to support trainers as they develop their skills throughout the project

C. A trainer website that houses the SETTT for Success resource collection, COP, PL modules, and links to each site's SETTT for Success PD resources (worksheets and supporting resources [e.g., post-PD data spreadsheet]—see Figure 1)

Figure 1

SETTT for Success Trainer Website

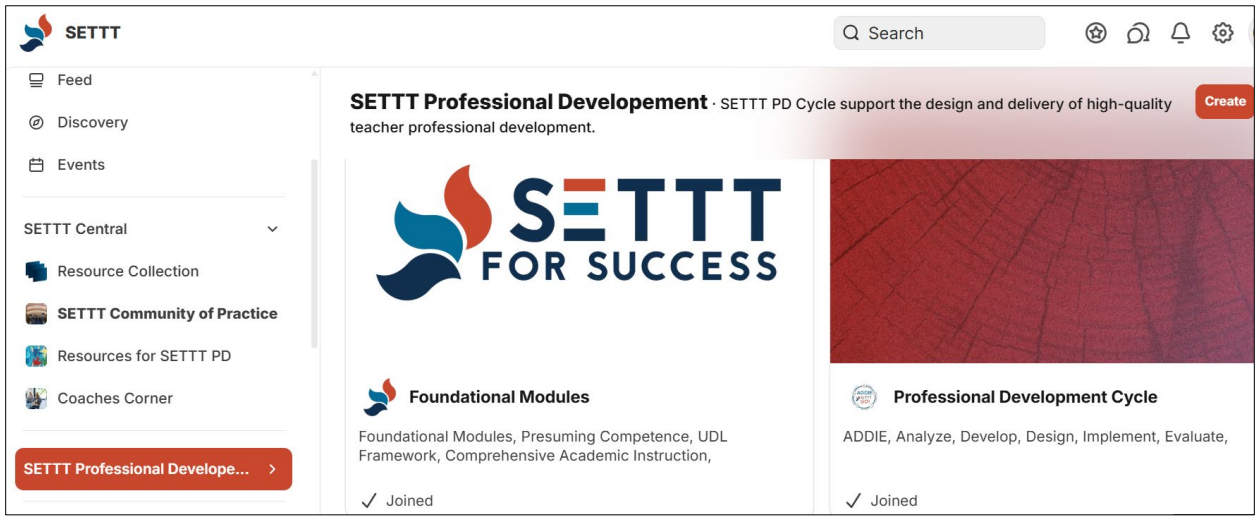

Figure 2 shows the PD cycle that trainers followed during Year 5. Named "ADDIE, SETTT, Go!", the cycle begins with the **Analyze** phase, where trainers consider local opportunities and constraints, examine data about their specific student and teacher population, and identify PD priorities. The **Design** phase uses the identified teacher learning needs to set goals and intended outcomes for the PD. In the **Develop** phase, trainers identify quality PD resources and plan learning activities that will accomplish teacher learning goals. During the **Implement** phase, trainers deliver the PD and administer teacher evaluations. Finally, trainers engage in the **Evaluate** phase, where they review and analyze PD results for use in planning future PD cycles.

Figure 2

Year 5 SETTT for Success Professional Development Cycle

The overall SETTT for Success PD approach is designed to allow trainers to adapt PD for their local learner contexts. Regardless of their title, trainers are instructional leaders who have some responsibility for supporting teachers who provide academic instruction for students with significant cognitive disabilities. This could be as a trainer, coach, mentor, lead teacher, curriculum specialist, data coach, or administrator in charge of PD.

The SETTT for Success project has been implemented in three phases: Development (Years 1–2), with co-design and limited tryouts; Pilot (Years 3–4), with full-scale implementation in several sites; and Dissemination (Year 5), with full implementation of a refined model in new sites. This report describes findings from SETTT for Success in Year 5 of the grant, from fall 2024 to fall 2025. The evaluation findings from the Pilot phase were used to inform a final round of refinement before the Dissemination phase in Year 5. This report may be of broad interest to SETTT for Success stakeholders as well as researchers and practitioners in the areas of professional learning, special education, and educational technology. See the SETTT for Success Year One and Year Two Evaluation Reports and the SETTT Year 3 and 4 Pilot Evaluation Report, which describe the Development and Pilot phases of the project, for reference.

YEAR 5 PROJECT ACTIVITIES

Project Partners and Site Activities

SETTT for Success project activities included tools to assist sites in implementing the PD-focused innovation. For Year 5, SETTT for Success staff

worked with sites using implementation tools that had been adapted from the National Implementation Research Network (NIRN, 2013) and improved from previous years' use in the project. For new sites, this included guidance to determine sites' readiness to implement the project, an exploration tool to gauge if site needs and resources aligned to expectations of the project, and an additional tool to guide the installation and initial implementation phases of the project. For returning sites, tools were developed to support their move into full implementation (i.e., engaging in multiple PD cycles that build on one another).

Year 5 participants came from 16 sites in six states (see Table 1). The sites included public school districts, a non-public day school, state departments of education, a university, and a regional area service center. Four sites continued their participation from the pilot phase, and 12 additional sites joined during Year 5. A total of 37 trainers participated in project activities during Year 5.

Table 1

Year 5 Sites and Trainer Counts

State	Site	Site Description	Project Participation Year(s)	Number of Trainers
State A	1	Public school district	1, 2, 3, 4, 5	3
State A	2	Public school district	1, 2, 3, 4, 5	1
State A	3	Public school district	2, 3, 4, 5	2
State A	4	Non-public special education day school	5	4
State A	5	Public school district	5	2
State A	6	State Department of Education	5	1
State B	7	Public School district	2, 3, 5	1
State B	8	State Department of Education	5	1
State B	9	Public school district	5	7

State	Site	Site Description	Project Participation Year(s)	Number of Trainers
State B	10	Public school district	5	4
State C*	11	University	5	1
State D	12	Public school district	5	3
State D	13	Public school district	5	3
State E	14	Regional Area Service Center	5	1
State F	15	Public school district	5	2
State D	16	Public school district	5	1
Total	**16**			**37**

Note: *Represents a new site, but with a returning trainer (i.e., a trainer who previously participated at a site that discontinued participation before Year 5).

In new sites, project staff convened meetings with site leaders to explore each site's readiness to join the project. Once sites agreed to participate, project staff worked with the site lead(s) to complete an Installation Stage Planning Worksheet (see Appendix C.1). This document summarized each site's existing infrastructure, which elements could be considered as barriers to implementing SETTT for Success PD, and those that could be considered as affordances or opportunities. This form also described the site's reasons for wanting to join the project and overall goals for what they wanted to accomplish during the year. Returning sites' previous installation information was used during coaching conversations to support dialogue and notes about new opportunities and barriers.

Coaches communicated with site leads as needed and used the document to track site implementation developments and progress. Notes were recorded by coaches in the Coaching Log after each coaching session. Prompts asked coaches to record information learned or shared during coaching sessions that was pertinent to site-level activity (attrition of trainers or leadership, site-level barriers to planning or implementing PD, loss of PD time that had previously been promised, etc.). Site-lead meetings with coaches took place on an as-needed basis, depending on site needs.

Trainer Activities

Trainers new to SETTT for Success in Year 5 attended a kickoff meeting to get an orientation to the SETTT for Success approach, project expectations, and SETTT for Success technology. The meeting included an overview of the SETTT for Success PD cycle, the website where they would access the required PL modules and other project resources (a participant guide, the resource collection, and the COP), and the Google folder that contained all sites' worksheets and other documents needed to implement SETTT for Success with fidelity. After the kickoff meeting, new trainers accessed and completed the online PL modules to support their learning of the SETTT for Success approach. As trainers completed the PL modules, they filled out planning worksheets to guide their design and delivery of teacher PD and to guide discussions during coaching sessions. As they designed their PD, they had access to and were encouraged to use the resource collection.

Returning trainers continued using the resource collection and the SETTT for Success PD cycle to design and implement continuing PD at their sites. Many used adapted worksheets to plan and document SETTT for Success PD. Depending on trainer and teacher learning goals, trainers accessed and used resources in ways that supported each site's unique learning needs.

All trainers (new and returning) received learning support via one-on-one or group virtual coaching. Trainers also had access to and were encouraged to use the virtual COP.

During Year 5, three live, synchronous COP meetings were held. At the first meeting in March 2025, trainers across sites were introduced to each other, and returning trainers shared their experiences using the SETTT for Success PD cycle to plan PD over the last few years. In May 2025, a new trainer spoke about her first PD cycle and shared resources that helped her develop the PD. At the last meeting in September 2025, another site shared their experience with using the SETTT for Success PD cycle to plan and deliver PD across several PD cycles. All trainers attending meetings had the opportunity to ask questions of other trainers and seek support as they implemented the PD cycle.

Trainer Characteristics

All trainers completed a background survey that collected information about their demographics, educational background, and prior experiences delivering PD. Results are reported for 37 trainers who participated in SETTT for Success at the start of Year 5 (see Appendix A.1 for the full set of results). Twenty-nine of the total trainers who started in Year 5 were new trainers; eight were returning trainers who had joined the project in earlier years.

Thirty-five of the 37 trainers were female, and two were male; 34 were white, two were Asian, and one was Black/African American. Fifteen trainers were from urban schools, seven were from suburban schools, 14 were from rural schools, and one person didn't identify their location type. Trainers' official roles included classroom teacher, teacher leader, building administrator, district staff, instructional coach, state education agency staff, state or regional agency staff, and other (e.g., alternate standards facilitator, assistive technology specialist, behavior specialist, and educational diagnostician).

Trainers varied in the number of years of classroom teaching experience, ranging from none to more than 21 years. Trainers also varied in their grade band experience, ranging from Pre-K through Grade 9–12; as well as their subject area experience, including English language arts, mathematics, science, social studies, and other areas such as social skills, life skills, work skills, oral communication exploration, and Spanish. All trainers but one had previous experience working with students with significant cognitive disabilities, but not necessarily as a teacher of students with significant cognitive disabilities.

All trainers except for one had previous experience supporting educators/adult learners, and the types of experience included mentoring (31 trainers) and teaching courses for college or continuing education unit (CEU) credit (eight trainers). Thirty-three trainers reported moderate or high confidence in implementing training that supports teachers' academic instruction of students with significant cognitive disabilities in reading, and 27 reported the same for writing. However, three (reading) and eight (writing) trainers reported being slightly confident in each of the two subjects. In mathematics, thirty-one trainers reported moderate or high confidence, while five reported slight confidence. In science, twenty-three trainers reported moderate or high confidence, ten reported slight confidence, and three reported no confidence. On the survey, trainers also listed their anticipated professional growth goals for their time in the project, which included gaining knowledge and skills to design and deliver high-quality, coherent PD; to strengthen their coaching, facilitation, and leadership skills; to expand expertise in evidence-based practices and instructional strategies; to support inclusive instruction and student access to academics; and to build capacity and systems to support educators and students.

Research Questions

The SETTT for Success evaluation is grounded in Guskey's (2016) framework for evaluating PD, which has five levels: (1) participant reactions, (2) participant learning, (3) organizational support and change, (4) participant use of new knowledge and skills, and (5) student outcomes. Because SETTT for Success is a trainer intervention, trainers are the participants and teachers

are the students in this project. The Year 5 evaluation focused on implementation fidelity, trainer reactions, trainer learning, trainer use of new knowledge and skills, teacher reactions to SETTT for Success PD, impact of PD on teacher learning, and organizational support and change.

The research questions for Year 5 included:

1. To what extent is SETTT for Success implemented as intended?
2. What are trainers' reactions to the SETTT for Success technology and implementation components?
3. What impact does SETTT for Success have on trainers' TPACK+ knowledge?
4. What impact does SETTT for Success have on trainers' design of learning for educators?
5. What are teachers' reactions to the PD conducted by trainers?
6. What impact does SETTT for Success have on teachers' knowledge, skills, and dispositions related to the content and learning goals of the PD they attended?
7. How do site context and implementation drivers impact trainers' implementation of educator PD?

YEAR 5 EVALUATION RESULTS

1. To what extent is SETTT for Success implemented as intended?

During Year 5, project staff collected and monitored measures of implementation fidelity to evaluate the extent to which SETTT for Success was implemented as intended. A primary measure of fidelity is the completion of a full PD cycle. Table 2 shows the number of trainers, PD cycles started, and PD cycles completed by sites during Year 5. In total, 37 trainers across 16 sites started 19 PD cycles; 25 trainers across 10 sites completed 13 PD cycles. Because of the cyclical nature of SETTT for Success implementation, some sites began PD cycles prior to the start of Year 5, while others continued PD cycles begun in Year 5 into Year 6. For the purposes of this report, only those PD cycles which were completed in Year 5 were included. Trainers worked in teams in nine of the sites, while in the remaining sites, they worked through the PD cycle alone.

Table 2

Year 5 Sites, Number of Trainers, and PD Cycles Started/Completed

Year 5 Site	Number of Trainers	Year 5 PD Cycles Started	Year 5 PD Cycles Completed
Site 1	3	1	1
Site 2	1	1	1
Site 3	2	1	0
Site 4	4	3	3
Site 5	2	1	1
Site 6	1	1	0
Site 7	1	1	1
Site 8	1	1	0
Site 9	7	1	1
Site 10	4	1	1
Site 11	1	2	2
Site 12	3	1	1
Site 13	3	1	0
Site 14	1	1	1
Site 15	2	1	0
Site 16	1	1	0
Total	**37***	**19**	**13**

Note: *N= 25 for trainers who completed PD cycles due to attrition of sites and attrition of some trainers at sites who completed PD.

During the early years of the project, to gain a more nuanced view of which SETTT for Success activities had the biggest impact on trainers' ability to successfully implement SETTT for Success PD, project staff identified core implementation components. Based on Century et al.'s (2010) conceptual framework of implementation fidelity, component definitions were flexible

enough to be applicable across multiple programs, projects, and contexts. For SETTT for Success, the variations in site context and trainer roles required this flexibility for defining fidelity. The Century et al. framework identified two broad categories of critical program components, each with two subcategories of critical components:

- Structural—procedural and educative components
- Instructional—pedagogical and learner (teacher) engagement components

Research Question #1 addresses the structural components, those that reflect SETTT for Success expectations for what trainers need to know (educative) and do (procedural) for the intervention to be successful. These components included:

- Trainers access and use the SETTT for Success Technology website, components, and resources.
- Trainers attend, engage in, and learn from coaching sessions that support their planning and implementation of SETTT for Success PD.
- Trainers implement at least one PD cycle.

Evaluation findings from earlier project years indicated that some of the structural components were not critical for returning sites to sustain SETTT for Success with fidelity. Thus, during Year 5, new trainers were expected to implement all structural components, while some of these components were optional for returning trainers. For example, returning trainers who completed a PD cycle did so with coach support, while adapting or condensing the SETTT for Success worksheets. Additionally, some trainers identified and used high quality resources that were specific to their site context and were not included in the SETTT for Success resource collection.

Results for the structural-procedural components are summarized in Table 3 (see Research Questions #4, #5, and #6 for results summarizing the instructional components).

Table 3

Year 5 SETTT for Success Structural-Procedural Components[a], Data Sources, and Intended and Actual Implementation

Structural-Procedural Component	Data Sources	Intended Actions	Actual
All trainers access the SETTT for Success website.	Mighty Network analytics	All new trainers were expected to access the website. Returning trainers may not need to access the website.	All new trainers (n=29) accessed the website at least once. Six returning trainers accessed the website during Year 5.
All trainers access the resource collection.	PD worksheets and artifacts, coaching logs, and focus groups	All trainers were expected to use high quality resources to develop PD; use of the resource collection was encouraged but not required.	Twenty-six of the new trainers and two of the returning trainers accessed the resource collection. The number of visits ranged from one to 13.
All trainers post to the Community of Practice (COP).	COP participation metrics	Use of the COP was encouraged but optional during Year 5.	Thirty-three trainers, including 28 new trainers, interacted with the COP in some way. Thirteen trainers posted comments at least once, with a total of 21 comments. Three trainers created published posts, and 27 had recorded reactions.
New trainers complete three foundational modules and five PD cycle modules.	PD module completion metrics	All new trainers were expected to complete eight modules; a supplemental TPACK module was optional.	Twenty-eight of the 29 new trainers completed the foundational modules. Nine of the new trainers completed all the PD cycle modules, while 17 more completed at least one of them. Five new trainers completed the supplemental module.

Structural-Procedural Component	Data Sources	Intended Actions	Actual
All trainers attend coaching sessions.	Coaching logs	All trainers were expected to attend coaching as needed for them to complete a PD cycle.	Trainers attended a total of 67.18 hours of coaching. For those teams that worked through at least one PD cycle, all trainers attended at least one coaching session.
All trainers identify resources for PD [b].	PD worksheets and artifacts; coaching logs	All trainers or trainer groups were expected to identify at least one resource aligned with PD goals.	All but one of the new sites utilized at least one of the resources recommended by the coaches. Most, including returning sites, used multiple resources throughout the PD cycles. Each cycle completed by a new site used a high quality resource for their PD development.
New trainers use all worksheets to implement the PD cycle [c].	PD worksheets and artifacts; coaching logs	Trainers were expected to use worksheets to plan and document implementation of the PD cycle. Returning trainers could choose to use shortened versions.	Trainers from two new sites completed all the worksheets, and trainers from an additional eight new sites completed at least one worksheet. At least one returning site used the full planning worksheet, while at least one used a condensed version.

Note: [a] Results for the structural-educative component (trainers gain knowledge from coaching) are reported in Research Questions #3 and #4.

[b] See rubric results (Research Question #5) for more detail.

[c] Trainers/groups who had completed worksheets in prior years, and were continuing with the same PD plan, did not revise the worksheets in Year 5.

Each site participated in between one and 13 coaching sessions during Year 5, depending on whether they were new or returning, when they started, and their level of investment in the coaching process. Those sites in their first year of SETTT for Success met with the coach to discuss each phase of the PD cycle. Some sites worked through the phases one at a time, while for other sites, particularly returning ones, the phases overlapped as they became more comfortable with the process.

Returning sites did not necessarily meet with the coach to work through each step of the PD cycle, so their process is less clear from the coaching notes. However, each returning site continued to meet with the coach to discuss their PD development.

On average, each coaching session lasted 45 minutes, although some were as short as 15 minutes, and others as long as 100 minutes. Those teams that completed at least one PD cycle had between two and 14 coaching sessions. Three sites managed to complete a PD cycle with only two sessions each, but all of those were returning sites. The six new sites that completed at least one PD cycle had an average of 6.7 hours of coaching over eight sessions. No new site was successful in implementing a full PD cycle with fewer than six sessions.

2. What are trainers' reactions to the SETTT for Success technology and implementation components?

At the end of each project year, trainers completed surveys probing their perceptions of the SETTT for Success approach including coaching, the COP, and the resource collection. In the fall of each year, new and returning trainers participated in focus groups that explored their reactions to SETTT for Success components.

Satisfaction with Coaching

A total of 25 trainers participated in the Coaching Satisfaction Survey in Year 5. One trainer responded only to the first five items. The 20-item survey probed trainer impressions of the quality and perceived impact of the coaching received through SETTT for Success. For 16 items, trainers indicated the extent of agreement using a five-point rating scale (strongly agree to strongly disagree). Of the other four items, two items were about the number and length of coaching sessions with a three-point scale (two few/short, about right, too many/long), while the other two were open-ended questions asking trainers' feedback on coaching.

Across the 16 five-point agreement items, the majority of trainers (18 to 23 trainers per item) agreed or strongly agreed with each of the items. The survey results show that coaching is a clear strength of the PD model, as trainers strongly perceived coaching as beneficial to their practice as trainers. Nearly all trainers (23 trainers) agreed or strongly agreed that they could trust their coach and that the coach understood their goals and helped them with new ideas. In terms of implementing SETTT for Success, 22 trainers agreed or strongly agreed that coaching helped them implement the PD cycle, and implement UDL, while 18 agreed or strongly agreed that coaching helped them understand and use the TPACK+ components. Additionally, 22 trainers agreed or strongly agreed that the coach helped them improve their

teachers' content knowledge and instructional planning knowledge. Most trainers were satisfied with the number (22 trainers) and length (23 trainers) of the coaching sessions. See Appendix A.2 for the full set of survey results. Lower levels of agreement were seen for the coach assisting with understanding TPACK+ components and for using TPACK+ components, although the majority of teachers still showed some level of agreement (18 trainers).

During focus groups, new and returning trainers shared similar thoughts about the coaching they received. Coaching support was the single most useful and strongest theme during all trainer interviews. The coach provided essential structure, accountability, problem-solving assistance, and focus, which was crucial for keeping teams on track and preventing them from getting overwhelmed or sidetracked. Several participants noted that they would not have finished without this support.

Trainers found the consistent relationship and rapport with coaches to be invaluable, sharing the following examples. Coaches:

- kept teams focused, on track, and accountable, especially for completing work before meetings
- interpreted requirements and "what to do next"
- provided guidance when teams got stuck or drifted off course
- offered flexibility for additional meetings beyond scheduled check-ins
- helped narrow broad ideas into realistic, well-scoped PD cycles
- located or recommended specific resources
- provided encouragement, boosted confidence, and relieved stress.

Satisfaction with Community of Practice

Among the 25 trainers who completed a PD cycle, 24 trainers completed the COP Satisfaction Survey in Year 5. The 18-item survey probed general satisfaction and impressions of trainers' experiences with the COP. Project staff developed several items, and others were adapted from Arbaugh et al. (2008). Of the 18 items, 16 were rating-scale items (strongly disagree to strongly agree), and two were open-ended items.

Overall, trainers reported some satisfaction with the COP, although levels were lower than for other aspects of SETTT for Success. The results showed that more trainers (11 to 18 trainers per item) agreed or strongly agreed with each of the 16 items than disagreed or strongly disagreed with them (from two to seven per item). For example, 17 trainers reported that the COP

increased their knowledge of teaching students with significant cognitive disabilities, while five trainers indicated a neutral response, and two disagreed with the statement. In addition, 18 trainers agreed or strongly agreed that the SETTT for Success community discussions supported the content presented in the PL modules, whereas four indicated a neutral response and two disagreed with the statement. However, only half of the responding trainers (12) reported that they would go to the COP in the future for questions and resources, while seven disagreed with the statement and five indicated a neutral response. Despite this, 16 trainers indicated their willingness to recommend the SETTT for Success community to other trainers, while five were neutral and three disagreed. See Appendix A.3 for the full set of survey results.

In focus groups, the online COP was consistently mentioned as the least effective resource of the project, due to lack of engagement and information irrelevance. Participants mentioned that there were few posts or not enough content to prompt a regular visit. Low engagement was frequently related to site inactivity. The online presence was "small" and "not popping with new discussions every day," thus some trainers forgot to check it. However, trainers acknowledged time constraints and said that, even if content was relevant, they were usually too busy to regularly engage with a passive or infrequently updated forum.

Satisfaction with Resource Collection

Among the 25 trainers who completed a PD cycle, 24 trainers completed the Resource Collection Satisfaction Survey in Year 5. Developed by project staff, the survey of 15 rating-scale items (strongly disagree to strongly agree) probed trainer opinions related to the collection's content relevance and ease of use. Most trainers reported positive perceptions of the quality and size of the resource collection, with 17 to 21 trainers agreeing or strongly agreeing with each of the 15 items. For example, 21 trainers agreed or strongly agreed that the resources were relevant for a variety of learners at varying levels of complexity, while 20 agreed or strongly agreed that the resources were customizable for a variety of classrooms. In addition, 18 trainers indicated an intention to incorporate the resource collection into their training, and 19 trainers reported that they would recommend the collection to other trainers. See Appendix A.4 for the full set of survey results.

Focus group feedback on the resource collection was more mixed. The resource collection was perceived as useful when it was aligned to a specific goal and curated with a coach for a specific purpose. When participants had guidance from the coaches in supporting the use of resources, they had favorable responses to the resource collection. For example, the value was maximized when coaches curated specific links, saving trainers significant

search time, or when the PD topics matched the available resources (e.g., DLM-aligned ELA, presumed competence). One participant stated that the resource collection was the "hardest piece for us to remember to go in and use," suggesting that without direct recommendations from their coach, it wasn't effectively integrated into their workflow. While generally appreciated, some participants found the resource collection less aligned, with very specific or "unique topic" (e.g., developing PD for specific topics, such as "paraprofessional competency for inclusion"). Some felt the filtering options were too broad, requiring "quite a bit of sifting through things" to find relevant materials.

Technology System Usability and Reactions to System Components

Among the 25 trainers who completed a PD cycle, 24 trainers completed the SETTT for Success Technology System Usability Survey in Year 5. The instrument was adapted from the System Usability Scale (Kao & Tsai, 2009; Kao et al., 2014) and probed general impressions, usability, and perceived usefulness of the system. Overall, trainers' opinions about the dashboard were mixed but generally leaned positive. For example, 11 trainers reported using the dashboard frequently, while 11 indicated a neutral response and two disagreed. In contrast, 16 trainers agreed or strongly agreed that the various functions of the dashboard were well integrated, while seven were neutral and one strongly disagreed. Similarly, 14 trainers reported feeling confident using the dashboard, while seven indicated a neutral response and three disagreed. Additionally, 17 trainers agreed that the dashboard supported their use of the PD cycle for teacher training. In open-ended responses, most trainers described the dashboard as user-friendly and easy to navigate, while some trainers mentioned that it took them some time to get used to it. One trainer described the dashboard as "not easily labeled or easy to navigate." See Appendix A.5 for the full set of survey results.

In focus groups, trainers discussed their use of the PL modules and indicated that the modules provided a strong, user-friendly approach and clear structure for the PD design. They helped new trainers understand the methodology and content (e.g., presumed competence, ADDIE model) and provided foundational understanding of the SETTT for Success approach. Participants found that the PL modules:

- provided a "good foundation" and set the stage for the structure of the work
- were "user-friendly and easily digestible"
- gave a shared vocabulary and mental model for planning, and helped teams get on the same page before delivering PD.

The PD cycle was highly valued for its data-driven methodology, particularly the needs assessment (included in the Analyze phase). Trainers recognized it as critical for selecting a PD focus tailored specifically to teacher learning needs, leading to higher engagement and more perceived benefit from the training. This led to increased teacher buy-in, participation, and actual engagement, moving away from generic, ineffective training sessions: "[trainers were] able to really provide targeted PD that's based on what [teachers] needed and covered the information that they wanted…This is crucial so it's not just a PD that you're assigned to do, and then you just kind of go through the motions of being there." Some participants described "aha" moments that they experienced as a result, realizing how unfocused their previous PD had been (compared with the SETTT for Success approach).

3. What impact does SETTT for Success have on trainers' TPACK+ knowledge?

All new and returning trainers completed the TPACK+ Knowledge Survey during project onboarding (pre-test) and again after they delivered their planned PD and attended their last coaching session at the end of each project year (post-tests). Project staff adapted the 30-item survey from Archambault & Crippen (2009). The survey asked trainers to use a five-point scale (1 = poor to 5 = excellent) to rate their knowledge in doing a variety of tasks associated with teaching other teachers. The survey statements were related to each component of the TPACK+ framework (i.e., pedagogical knowledge, technological knowledge, content knowledge, technological content knowledge, pedagogical content knowledge, technological pedagogical knowledge, and technological pedagogical content knowledge).

Table 4 shows the means and standard deviations for the pre-test and post-test scores for each TPACK+ component, as well as a measure of effect size (Rank-Biserial Correlation *r*) for the mean difference between the pre-test and the last post-test for each trainer group. The table shows results for returning trainers who completed the pre-test at the beginning of Year 2, 3, or 4 and completed post-tests at the end of Year 5; and results for trainers who started participating in Year 5, completed the pre-test at the beginning of Year 5, and completed post-tests at the end of the year.

Table 4

TPACK+ Pre- and Post-Test Scores (Means and Standard Deviations) by Cohort

TPACK+ Component	Returning Trainers					
	N Items	Earliest pre (N=8)	Most recent post (N=7)	Y5 post (N=8)	Y5 change from earliest (N=8)	Effect size
PK	3	3.7 (0.3)	4.2 (0.5)	4.2 (0.5)	0.5 (0.5)	0.83
TK	3	2.9 (0.9)	3.7 (0.7)	3.8 (0.7)	0.8 (1.0)	0.70
CK	3	3.5 (0.4)	4.5 (0.5)	4.3 (0.5)	0.9 (0.6)	0.87
TCK	4	3.2 (0.5)	4.1 (0.5)	4.3 (0.5)	1.1 (0.7)	0.87
PCK	8	3.5 (0.3)	4.2 (0.6)	4.5 (0.4)	1.0 (0.5)	0.89
TPK	5	2.9 (0.8)	3.9 (0.6)	4.3 (0.5)	1.4 (0.8)	0.87
TPCK	4	2.9 (0.9)	4.0 (0.5)	4.2 (0.4)	1.3 (0.7)	0.87
TPACK+ Component	New Year 5 Trainers					
	N Items	Y5 pre (N=29)	Y5 post (N=17)	Y5 change (N=17)	Effect size	
PK	3	3.7 (0.6)	4.2 (0.4)	0.6 (0.6)	0.69	
TK	3	3.3 (0.9)	3.5 (0.8)	0.4 (0.8)	0.57	
CK	3	3.7 (0.9)	4.2 (0.6)	0.6 (0.8)	0.69	
TCK	4	3.4 (0.6)	4.0 (0.4)	0.8 (0.7)	0.78	
PCK	8	3.8 (0.6)	4.3 (0.3)	0.8 (0.6)	0.85	
TPK	5	3.3 (0.7)	3.8 (0.5)	0.9 (0.7)	0.83	
TPCK	4	3.4 (0.8)	3.8 (0.4)	0.8 (0.8)	0.79	

Note: PK = Pedagogical Knowledge, TK = Technological Knowledge, CK = Content Knowledge, TCK = Technological Content Knowledge, PCK = Pedagogical Content Knowledge, TPK = Technological Pedagogical Knowledge, TPCK = Technological Pedagogical Content Knowledge. Effect sizes for pre/post differences were calculated using the Wilcoxon signed-rank test and rank-biserial correlation.

For the returning trainers, ratings in all TPACK+ components increased from the earliest year they participated in the pre-test to the end of Year 5, with large effect sizes ranging from 0.70 (TK) to 0.89 (PCK). Likewise, for trainers who began in Year 5, ratings increased from the beginning to the end of Year 5 across all components, with moderate to large effect sizes ranging from 0.57 (TK) to 0.83 (TPK).

4. What impact does SETTT for Success have on trainers' design of learning for educators?

As in past years, the focus of PD varied between sites based on their site context and teacher learning needs. In Year 5, several sites' PD topics included presuming competence, rightful presence, and what it means to apply the "least dangerous assumption" for students with significant cognitive disabilities. Some sites focused on instructional strategies (e.g., shared reading), communication strategies, helping teachers apply comprehensive academic instructional strategies, and incorporating Universal Design for Learning (UDL) strategies. Some sites used their PD time to focus on how to interpret and use data (particularly DLM data) to plan instruction.

Other sites focused on setting benchmarks for progress monitoring and aligning published curriculum required instructional goals to Essential Elements and DLM assessments. One returning trainer developed a classroom observation walkthrough based on previous PD to observe teacher change in practice in using assessments for data-based decision-making. One site designed PD for instructional aids, focusing on presuming competence and strategies to increase student independence in inclusive settings. Another trainer, who taught preservice teachers, used the PD cycle to guide in-depth instruction and student teacher growth around UDL principles.

To evaluate trainers' implementation of the PD cycle and their design of learning for teachers, project staff used an artifact rubric (see Appendix B.1) that had been previously developed. This rubric measured the instructional components of implementation fidelity described earlier (see Research Question #1). The rubric follows the steps of the PD cycle and provides evidence of the following statements for each trainer/group of trainers:

1. Analyze, Design, and Develop phases: The PD plan includes explicit teacher learning goals and PD session design elements that are likely to result in positive changes to educator practice and academic achievement for students with significant cognitive disabilities.
2. Design phase: The PD Evaluation Plan is likely to yield information that will help trainers monitor the success of their PD plan implementation and progress toward teacher learning goals.
3. Develop and Implement phases: The PD was delivered as described in the PD plan.
4. Evaluate phases: The trainer uses results from the PD evaluation to evaluate success of the PD plan implementation.

Each statement listed above is measured by several components. For example, for the first statement related to the Analyze phase, raters looked for evidence that teacher learning goals were directly related to local opportunities and constraints. For each component, raters noted whether the evidence in the artifacts was (1) not apparent, (2) emerging, or (3) evident. Two project staff members independently applied the rubric to trainer artifacts, compared results, and came to consensus through discussion.

Table 5 displays the results for the 13 cycles successfully completed in Year 5. In Year 5, trainer artifacts showed evidence that, of those trainers who completed a full PD cycle, most or all trainers developed PD with high-quality teacher learning goals and active learning strategies, and implemented their PD as intended. For each of the Analyze goals, all or nearly all the PD cycles completed by new sites showed full evidence in the presented artifacts. Later phases of the PD cycles were more likely to be supported by emerging evidence, and individual PD cycles showed less consistency across phases. Only one site had scores of “evident” across the entirety of their two PD cycles. Two returning sites did not share all the artifacts needed to evaluate their PD implementation and development, nor did they have the frequent coach interactions needed to document their PD development, and their lower scores can be seen in the table. Completed cycles were characterized by predominantly strong evidence, and a smaller amount of emerging evidence, largely in the later phases. The highest quality evidence was seen for 1a, while the lowest was for 4b; but except for 2d, the number of cycles with strong evidence outnumbered those with emerging evidence or no evidence at all. The consistent high scores for the Analyze phase, even when it immediately followed a lower scoring Evaluate phase, suggests that even when the evaluations demonstrate room for growth, they can inform the development of strong PD cycles.

Table *5*

Artifact Rubric Results Analyzing Trainers' Professional Development

	Year 5 (N=13 PD Cycles)			
	Not Evident	**Emerging**	**Evident**	**Can't evaluate**
1. Teacher learning goals				
a. Relate to local opportunities and constraints		1	10	2
b. Are related to student achievement data	1	1	9	2
c. Consider what knowledge, attitudes, skills, aspirations, or behaviors (KASAB) need to change for teachers to improve academic instruction		2	9	2
d. Are specific and measurable	1	1	10	1
e. Build teacher capacity for future comprehensive academic instruction		3	10	
f. The PD plan ensures teacher engagement with the PD content through active learning strategies.		4	9	
g. The PD plan includes high-quality resources that support attainment of the teacher learning goals.	1	2	10	
2. Trainer PD Evaluation Plan (N=7)*				
a. Additional PD research questions will provide evidence that teachers made progress toward the desired learning goals.		2	5	
b. The data sources align with the PD research questions.		2	5	
c. Analysis of the data sources will answer the research questions.	2	1	2	2
3. Trainer PD Delivery				
a. Delivered the sessions as specified in the PD plan		3	9	1
4. Trainer PD Analyze				
a. Implemented the steps of the evaluation plan	1	6	6	
b. Used evaluation results to consider the success of the PD	1	8	4	

Note: *Results represent the PD cycles (N=7) that added research questions beyond the required post-PD survey items.

Focus groups provided additional evidence of the impact of SETTT for Success on trainer knowledge and attitudes.

Increased Trainer Agency. For some trainers, the SETTT for Success approach bridged the gap between central office and classroom, helping to increase trainer capacity; one participant personally hoped to “incorporate some of our teachers as trainers, too” to build morale, confidence, and stronger connections across departments and levels. This helped overcome the perception that central office dictated learning goals without understanding classroom realities. Teacher feedback indicated that the PD “really resonated with them, and it was important for them to get training that was valuable for the students they serve.”

Trainers Learned and Grew More Confident. One participant realized that the SETTT for Success process, despite being time-consuming, is a highly effective way to achieve “buy-in” and reach PD goals. She plans to incorporate these insights into future PD. Another reflected on the importance of a structured process for PD development, moving beyond quick PowerPoints to a more thorough approach that includes follow-up and ensures implementation of strategies. This made her feel more effective and confident. Another trainer said the project has “helped me grow [in] being able to feel more confident in leading others", while another felt empowered to train paraprofessionals, hoping to include more classroom teachers in the future.

Trainers Valued Data-Driven PD. Trainers discussed sustaining SETTT for Success and how they are already seeing positive changes. Some are motivated to continue their PD efforts, suggesting that they want these improved practices to become embedded and widespread. The data-driven approach, which involved collecting data from both instructional assistants and teaching staff, ensured the training was based on what people wanted and needed, leading to greater buy-in. As one participant noted, “the reliance on data throughout the process [from beginning to end] is a key takeaway that will continue to drive [our] decisions.”

Trainers Want to Continue Using SETTT for Success. Some trainers offered that SETTT for Success fosters a sense of shared expertise and encourages teachers to seek and offer support from within their immediate professional circles. Some trainers plan to continue using the approach and will support teachers as mentors with monthly, follow-up “office hours”. Another discussed next steps, hoping to make teachers more familiar with finding appropriate resources to support their adopted curriculum. Others said that they wanted “to see that their PD translates into concrete changes in classroom practice.”

5. What are teachers' reactions to the PD conducted by trainers?

As part of the Analyze phase of the PD cycle, trainers asked teachers attending their PD sessions to complete evaluation surveys using a common set of five questions (see Appendix B.2). In Year 5, trainers used a combination of team-designed and study-designed survey items to evaluate their PD sessions in each cycle. Seven PD cycles (of 13) were evaluated using the SETTT for Success study survey items, and those results appear in the following table. These results represent 118 responses from seven PD cycles conducted by five sites. Other PD cycles either did not include post-PD surveys, or included surveys that did not have the shared items. Table 6 shows the results of the evaluation surveys aggregated across all PD sessions in Year 5.

Table 6

PD Session Evaluation Survey Results for Common Items

Survey Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	0	2 (1.69%)	46 (38.98%)	70 (59.32%)
The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	1 (0.85%)	3 (2.54%)	54 (45.76%)	60 (50.85%)
I intend to apply what I learned in this PD experience to my professional practice.	0	1 (0.85%)	49 (41.88%)	67 (57.26%)
Completing this PD experience was worth my time and effort.	0	6 (5.08%)	52 (44.07%)	60 (50.85%)

In addition to the project-designed survey items, several sites developed their own items to use, either instead of, or in addition to, the general survey. Teachers also responded to open-ended questions. In general, respondents reported strong intentions to take what they learned into the classroom and reported increased confidence in their ability to do so. While each training

had a different focus, some common themes were seen in educator comments. Teachers indicated that they would be using provided resources, increasing differentiation, and ensuring that all students have opportunities to demonstrate their learning.

6. What impact does SETTT for Success have on teachers' knowledge, skills, and dispositions related to the content and learning goals of the PD they attended?

The final phase of the SETTT for Success PD Cycle, Evaluate, focuses on the degree trainers produced PD sessions that succeeded in meeting the goals the individual site had for their educators. Because this phase was dependent on the successful completion of all the other phases and submission of artifacts related to PD-specific learning objectives, many of the sites did not have a chance to demonstrate it fully. For some sites, this was likely related to time constraints.

Due to the specificity and anecdotal nature of each site's evaluation data, project staff developed a process to measure teachers' progress toward the goals that trainers set as part of their PD cycle. Goal Attainment Scaling (Kiresuk et al., 2014) was adapted in Year 5 to include indicators of the extent to which teachers attending trainers' PD achieved expected outcomes. Each site identified goals related to educator knowledge and skills at the outset of each PD cycle.

The plan of using Goal Attainment Scaling required that each site team align the data they collected from educators with the data needed to assess their goal. Sites varied in how successfully they did this. A total of seven PD cycles collected data associated with teacher outcomes. Unfortunately, much of that data is anecdotal. The site that most successfully evaluated the impact of their PD conducted pre/post assessments of the key constructs underlying their goals around presuming competence, Universal Design for Learning, and comprehensive academic instruction. Educators showed improved beliefs around presuming competence, improved the effectiveness of their instruction, differentiation, and their instructional decision making as assessed by quizzes and teaching observations. Results were similar for their first and second PD sessions, with teachers demonstrating growth following each, and the growth following session two being slightly higher than was observed after session one.

Focus group results provide additional evidence that some teachers who attended SETTT for Success PD gained new knowledge, skills, and/or dispositions. Some trainers reflected that they had seen positive changes in teacher behavior. For example, some observed teachers using shared reading strategies and using assessment data more effectively. One trainer

commented that "teachers are now proactively 'look[ing] at DLM data' when writing IEPs, whereas before, this data was often disregarded after being sent home", meaning that teachers are connecting assessment data directly to instructional planning. Several trainers noted that, in providing relevant PD, teachers were more likely to engage actively and value the learning experience:

- "Teachers within my own building reach out for help after the PD, indicating a new comfort or recognition of [me] as a resource."
- One trainer had "seen an organic spread of best practices."
- Another trainer overheard paraprofessionals saying, "oh, you know, we could teach this class," suggesting burgeoning confidence and potential for peer-led learning among them.

Several trainers acknowledged the challenge of tracking the long-term impact on teachers or observing direct classroom implementation.

7. How do site context and implementation drivers impact trainers' implementation of educator PD?

This research question probes elements of implementation that are typically out of the control of trainers yet have been identified as critical to their ability to successfully complete a PD cycle (Fixsen et al., 2005). As described in Research Question #1, project staff configured SETTT for Success specifically for each site to maximize implementation fidelity. Staff used site installation worksheets to identify and document initial site-specific opportunities and barriers that would assist or inhibit implementation (see Appendix C.1).

Throughout the year, coaches noted during each coaching session if any issues were discussed related to site context and challenges to implementation. Some site leads asked coaches for additional meetings to solve issues or to strategize upcoming coaching sessions with their trainers. Examples of site-level issues noted included how well site leads communicated expectations to trainers, how the site adapted to challenges and opportunities, and how site leads tapped into other organizational structures at their site to sustain the work and problem-solve in support of trainers and high-quality PD.

Those notes were collected, reviewed, and coded as part of a Site Discrepancy Analysis. For each of the 16 sites who committed to the project in Year 5, descriptions of site goals and expectations for participating in the project were compared to actual site-level outputs noted throughout the project year. Using categories adapted from Fixsen et al.'s (2005) implementation drivers (see Appendix C.2 for definitions and examples used for coding), the evaluation team used a deductive coding scheme to discern which drivers

most impacted a site's ability to implement SETTT for Success effectively. After researchers blind coded, calibrated, and reached agreement, the drivers were sorted into those presenting affordances to a site's ability to implement or those which presented barriers. In Table 7, these results are summarized by site, including which sites were able to persist and implement at least one SETTT for Success PD cycle.

Table 7

Site Implementation Drivers: Affordances and Barriers to SETTT for Success Implementation

Site Implementation Driver	**Site**															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Adaptation	+/-	+	-	+	+		+		+	+		+	-		-	-
Attrition					+				+			+			-	-
Communication		-		+		-	+	-	+	+		+	-	+/-	-	
Facilitative Admin.	-	-	-	+	-	-	+/-	-	+/-	+/-	+	+	-	+/-	-	-
Leadership	+/-		-	+	+	+/-	+/-	-	+/-	+		+	-	+/-	-	-
Org. Climate	-	-	-	+	+/-	+/-	+	+/-	+/-	+/-	+	+/-	-	+/-	-	-
Org. Structure	+	+/-	-	+	+/-	-	+/-	-	+/-	+/-	+	+/-	-	+/-	-	-
Problem solving			-	+	+			+	+	+		+	-			
Selection/ recruitment	+	+/-		+/-		-	+		+/-	+/-	+	+/-	-	+	-	-
Output																
Site persisted/ completed PD	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y	N	N

Note: Plus (+) = affordance; minus (-) = barrier to a site's implementation of the SETTT for Success approach; gray shading = driver did not impact the site.
Admin. = administration; Org. = organizational.

Facilitative administration (FA), *organizational structure* (OS) and *organizational climate* (OC) were factors at all 16 sites that presented either implementation affordances or barriers. In one site where FA was an affordance, for example, having PD time built into their schedule allowed them to complete more in-depth PD and in multiple sessions, where content built upon previous cycles. At another site, site leads were able to work with district leadership to make time for teacher PD. By contrast, FA was a barrier to implementation in nine sites. These included sites whose trainers struggled with balancing many other job priorities, and those who lost designated PD time due to having other topics outside of SETTT for Success mandated by leadership. Similarly, OS either afforded trainers to gather

and/or access district data to plan PD focused on local needs, or was perceived as a barrier at sites whose trainers either didn't value the use of local data, met with technology access challenges, could not secure substitute teachers to cover teachers released for PD, or had to mitigate ongoing staffing issues. Eight sites had challenges due to their OC, six of which were unable to complete a PD cycle. For example, trainers at one site prioritized other local initiatives over SETTT for Success and ultimately did not complete a PD cycle.

Most sites were impacted by *leadership* support for implementation. Four sites had leadership that supported implementation. Site leads in one site, for example, encouraged a focus on instructional aids and supported logistical planning. In contrast, five sites had challenges due to leadership and none of the five completed PD. In one site, for instance, the site lead did not seem to support trainers or prioritize time for them to implement SETTT for Success.

Five of the 16 sites experienced *attrition* of either a trainer or site lead that impacted SETTT for Success implementation, but only two of these sites were unable to continue with the program. Three sites that faced implementation barriers from attrition were able to adjust (*adaptation)* their goals and priorities to successfully complete a PD cycle. For example, at one site, they began with a large group of trainers. When several trainers dropped out, the site leads were able to narrow the scope of the planned PD to make sure the PD was still focused on teacher learning needs but attainable for the remaining trainers that stayed committed to SETTT for Success.

Similarly, sites were often able to adapt through *problem-solving*, as the sites that demonstrated the ability to problem-solve also demonstrated the ability to adapt their PD. In one site, district mandates limited the time available for PD; however, the site was able to alter their planned PD to two one-hour sessions, rather than multiple days of PD. This change allowed them to still complete PD but required them to shrink their goals to fit the time they were given. By contrast, another site was unable to work around time, prioritization, and staffing barriers and thus were unable to complete a PD cycle.

Communication also proved important. All sites coded as having supportive communication were also able to complete PD. In one site, for example, the trainer and site lead worked closely together to address any barriers that arose. Similarly, in another site, multiple trainers communicated with each other and worked closely together to implement SETTT for Success and were supported by site leads. In contrast, four of the five sites with communication challenges did not complete a PD cycle.

Interestingly, four sites who did not complete a PD cycle were coded as having only barriers (Sites 3, 13, 15, and 16), and the other two sites who did not complete a PD cycle (sites 6 and 8) had most of their implementation components coded as barriers (see Table 7). This data, and the strength of the implementation data for the sites that were able to complete PD, provide evidence that site implementation components are critical to consider when implementing SETTT for Success.

CONCLUSION

Year 5 expanded the SETTT for Success project by adding 12 new sites alongside four returning sites. Out of the 16 sites, 25 trainers at 10 sites successfully implemented 13 SETTT for Success PD cycles. Findings reinforced that the SETTT for Success approach effectively supports trainers in designing and delivering high-quality, data-driven PD for teachers of students with significant cognitive disabilities.

All new trainers and most returning trainers accessed the SETTT for Success Technology website. Those trainers and sites who completed at least one PD cycle effectively used most SETTT for Success components (PL modules and PD cycle worksheets) and resources (high-quality resources either from the SETTT for Success resource collection or others identified with their coach). New trainers who completed at least one PD cycle participated in coaching sessions for an average of 6.7 hours to support their PD planning and delivery.

Trainers' reactions to the SETTT for Success technology and implementation components indicated that strengths of the SETTT for Success approach continued to be coaching, a well-grounded PD cycle, and high-quality resources to support trainers in their planning and delivery of PD. Coaching, as in past years, was the most valued component, with successful new sites averaging eight sessions. Of the 16 sites who participated in Year 5, ten sites successfully completed at least one PD cycle, with their success attributable in large part to consistent coaching attendance, use of the Addie! SETTT! Go! PD Cycle, and data-informed planning.

The community of practice (COP) was meant to serve as a robust online professional community. However, changes made to the COP approach and platform, based on input from previous years' trainers, did not result in the intended environment for trainers to support one another in learning and planning.

Overall, trainers who completed the required SETTT for Success activities and at least one PD cycle also gained knowledge in each subscale of the TPACK+ measure. Additionally, the majority of PD that trainers delivered included teacher learning goals and PD session design elements that were likely to

result in positive changes to instruction related to academic achievement for students with significant cognitive disabilities. Their PD evaluation plans aligned to the intended teacher learning goals, PD was delivered as planned, and trainers used results from the PD evaluation to evaluate success of the PD implementation.

Teachers who attended SETTT for Success PD and completed the shared survey reported overwhelmingly positive reactions to the PD conducted by SETTT for Success trainers. Anecdotal evidence from open-ended survey responses, focus group results, and quantitative evidence from the few sites who tracked teacher learning indicated that the PD impacted the knowledge, skills, and/or dispositions targeted in the PD they attended. These results included increased teacher confidence in teaching their students with significant cognitive disabilities, strong intentions to use more intentional and inclusive instructional approaches, and commitment to greater utilization of student assessment data.

For the sites and trainers who did not complete a PD cycle, either because they were in the midst of a cycle at the end of Year 5, or because they had left the study prior to cycle completion, site context and implementation drivers offered additional insight. Several implementation components were found to be so important as to hinder or afford trainers' implementation of educator PD at every site who participated in the SETTT for Success project. For the 10 sites that completed at least one PD cycle, all had at least some form of supportive *organizational structure*, while the six sites who were unable to complete PD had substantial barriers aligned to that same component. Having trainers and site leads who embraced the SETTT for Success approach (*selection/recruitment*) was a key strength in most of the sites (N=9) who succeeded in implementing PD and was a barrier in most sites that did not (N=4). Lastly, a site's ability to a*dapt* was an affordance (N=8) or barrier (N=4) in most trainers' implementation of the SETTT for Success PD Cycle.

These findings point to the importance of attending to factors outside of trainers' direct control while adopting and implementing an initiative focused on trainer learning. Coaches noted several examples of trainers who completed all required SETTT for Success activities and were committed to the work, some even to the point of having quality PD planned and ready to implement. However, site leadership decisions and/or previously designated time for teacher PD being taken away ultimately prevented those trainers from delivering the planned PD.

The Dissemination phase of the SETTT for Success project represents the intended final Year 5 of the project; a no-cost-extension Year 6 is currently underway. The final evaluation report will incorporate additional findings

from PD that takes place during the Year 6 No-Cost Extension phase and will summarize data across all six years of the project.

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APPENDIX A: RESULTS

1. Trainer Background Survey Results

Teaching Experience

Question	Count (N=37)
Current role*	
Classroom teacher	12
Teacher leader	3
Building administrator	2
District staff	8
Instructional coach	8
District representative	1
Regional education agency staff	1
State education agency staff	2
Other: alternate assessment lead, alternate standards facilitator, assistive technology specialist, BCBA, behavior specialist, educational diagnostician, member of the state special education advisory, special education chairperson, special education coordinator	9
Years of teaching experience	
None	1
Less than 1 year	0
1–5 years	5
6–10 years	11
11–15 years	7
16–20 years	6
21+ years	7
Grades taught*	
Pre–K	11
Kindergarten–Grade 2	20
Grade 3–Grade 5	20
Grade 6–Grade 8	18
Grade 9–Grade 12	17

Academic subjects taught*	**Count (N=37)**
English language arts	28
Mathematics	25
Science	23
Social studies	23
Arts or music	2
Physical education	1
Other: included special education, career development, and different skills (e.g., social skills, life skills, work skills, oral communication exploration, Spanish)	21
Taught or worked with students with disabilities	
Yes	36
No	1
Disabilities supported*	
Autism spectrum disorder	36
Blind/low vision	17
Deaf/hard of hearing	17
Deafblindness	3
Emotional disability	30
Intellectual disability	34
Multiple disabilities	32
Orthopedic impairment	20
Other health impairment	33
Specific learning disability	28
Speech impairment	26
Traumatic brain injury	19
Non-categorical	5
Years of experience teaching students with significant cognitive disabilities	**Count (N=36)****
None	1
Less than 1 year	0
1–5 years	13
6–10 years	12
11–15 years	3
16–20 years	4
21+ years	3
Experience supporting educators/adult learners*	
None	1
Mentoring	31
Co-teaching	23

Instructional coaching	20
Supervisory role which included teacher evaluation	13
Design and deliver online professional development	21
Teaching courses for college or CEU credit	8
Data coaching	9
Other	5
Experience as a teacher trainer	
None	15
I am currently a teacher trainer	18
I was a teacher trainer in the past but am not currently	4
Years of experience providing professional development to educators**	
None	4
Less than 1 year	1
1–5 years	11
6–10 years	6
11–15 years	2
16–20 years	1
21+ years	1

Types of adult learners supported*	**Count (N=37)**
Special education teachers	18
Parents	13
General education teachers	14
Related service providers (e.g., SLT, OT)	13
Building staff	12
Building administrators	9
Community leaders	2
District administrators	7
Other	2
Number of adult learners supported**	
<6	9
6–10	4
11–20	1
21–30	1
31–40	2
40+	8
Types of students with disabilities supported by teachers to whom you provide PD*	
Autism spectrum disorder	17
Blind/low vision	8
Deaf/hard of hearing	8
Deafblindness	3
Emotional disability	14
Intellectual disability	14
Multiple disabilities	16
Orthopedic impairment	10
Other health impairment	14
Specific learning disability	10
Speech impairment	11
Traumatic brain injury	11
Non-categorical	2
Instructional settings of those teachers (who teach students with disabilities) for whom you provide PD*	

Self-contained class	16
Inclusion consultant/specialist	11
Resource	12
Separate school	7
Homebound/hospital	5
Other: home visiting - Infants and toddlers services	1

Note: *Represents a multi-select question; totals will vary.

**Represents questions that some participants did not complete, so totals vary.

Delivery of Professional Development

PD settings typically used with teachers on academic-focused PD for students with significant cognitive disabilities	Face-to-face	Virtual	Hybrid (blend of face-to-face and virtual)
Classroom observation and follow-up	7	0	10
Presentation (less than 90 minutes)	8	0	10
Workshop (more than 90 minutes)	8	0	6
Multi-day workshop	6	0	4
For-credit course	3	2	1
Non-credit course	5	1	3

PD topics planned for teachers this year	Count (N=37)
Access to alternate standards and curriculum	5
Universal Design for Learning/inclusive practices/teaching students with significant cognitive disabilities	8
Specific contents (e.g., ELA, Math, Science, reading)	3
Behavior and learning connection	1

Confidence implementing training that supports teachers' academic instruction of students with significant cognitive disabilities	Not confident	Slightly confident	Moderately confident	Highly confident	N/A
Reading	0	3	23	10	1
Writing	0	8	19	8	2
Mathematics	0	5	23	8	1
Science	3	10	19	4	1

Main goals related to your own professional growth with which you feel the SETTT for Success project will be able to assist
To design and deliver high-quality, coherent professional development
To strengthen coaching, facilitation, and leadership skills
To expand expertise in evidence-based practices and instructional strategies
To support inclusive instruction and student access to academics
To build capacity and systems to support educators and students

Participation in Professional Learning

Educational technology-related coursework or in-service professional development opportunities completed in the last three years	Count (N=37)
None	14
Technology-related course work (e.g., supporting students with assistive technology and designing technology-based instructional materials, reading UDL Deep Learning)	21
In-person conferences for Assistive Technology	2

Hours of professional development in the past five years on general education content standards

Subject	0 hours	1–5 hours	6–10 hours	11–15 hours	16–20 hours	21+ hours
Reading	7	7	8	2	5	8
Writing	13	9	8	2	2	3
Math	12	8	9	1	2	5
Science	20	5	9	2	1	0

Brief description of general education content standards PD in which you participated (as a learner):
Open responses included state-sponsored continuing education in the area of reading/writing, school- or district-level PD about content standards, special education, general education standards, common core standards, connecting general content standards with alternate standards, and writing IEP goals.

Hours of professional development in the past five years on academic expectations for students with significant cognitive disabilities

Subject	0 hours	1–5 hours	6–10 hours	11–15 hours	16–20 hours	21+ hours
Reading	11	12	3	5	2	4
Writing	14	10	4	4	2	3
Math	11	12	4	4	3	3
Science	21	8	2	3	2	1

Brief description of alternate content standards PD in which you participated:
Open responses included state- and district-level PD for leaders and teachers serving students with significant disabilities, math instruction for students with significant disabilities, Dynamic Learning Maps® (DLM®) professional development training, IEP goals, and aligning alternate content standards with general content standards.

Hours of professional development in the past five years on supporting teacher or adult learning	Count (N=37)
0 hours	14
1–5 hours	8
6–10 hours	5
11–15 hours	4
16–20 hours	1
21+ hours	5

Brief description of PD for supporting teacher/adult learning in which you participated:
Open responses included state or district PD or coaching, online courses, unpacking the standards with ARC for students with disabilities, conferences about supporting teachers of students with disabilities, and training on adult learning.

Other Experience

Brief description of any building-, district-, regional-, or state-level teacher learning initiatives supported:
Open responses included different kinds of training (e.g., reading, math, SEL training, special education, alternate assessment), SDI, DLM implementation and teacher evaluation (DTGSS), ATLAS-AAI K2 Pathways assessment, and Safety Care Trainer (for de-escalation training of staff).

Licensures/certifications held:
Open responses included administrators, school psychology, special education, elementary education, special education, reading specialist, behavior analyst, APC specialist, early childhood, and Spanish.

Highest level of degree obtained	**Count (N=37)**
Bachelor	6
Masters	25
Specialist	2
Doctorate	4

Subject area of degree:
Open responses included early childhood education, special education, elementary education, secondary education, educational leadership, curriculum and instruction, literacy, liberal and professional studies, reading, school psychology, multi-lingual education, Spanish, and fine arts.

Trainer Demographics

Gender	**Count (N=37)**
Female	35
Male	2
Ethnicity	
Hispanic/Latino	0
Non-Hispanic/Latino	37
Prefer not to say	0
Race	

White	34
Black/African American	1
American Indian/Alaska Native	0
Asian	2
Native Hawaiian/Other Pacific Islander	0
Choose not to disclose	0
School location*	
City	10
Town	5
Suburban	7
Rural	14

Note: *One participant did not complete, so total varies.

2. Coaching Satisfaction Survey Results

Survey Item (N=25*)	1 Strongly Disagree	2	3	4	5 Strongly Agree
I felt prepared for each coaching session.	0	1	2	10	12
The coaching conversations addressed my needs and questions.	0	1	1	2	21
I knew what my goals were for each coaching conversation.	0	1	2	5	17
The coach understood my goals.	0	1	1	2	21
I was able to trust the coach.	0	0	2	0	23
The coach gave me new ideas about how to explore and use the SETTT for Success resources in my practice.	0	1	1	4	18
Reflecting on my current PD practice during coaching helped me identify ways I was using the SETTT for Success resources well.	0	1	2	5	16
The coach gave me new ideas about how to use the SETTT for Success PD Planning Cycle in my practice.	0	1	1	3	19
The coach gave me new ideas about how to incorporate Universal Design for Learning (UDL) into my PD.	0	1	2	4	17

Survey Item (N=25*)	1 Strongly Disagree	2	3	4	5 Strongly Agree
The coach helped me understand the TPACK+ components.	0	1	5	6	12
The coach helped me understand how to use TPACK+ components in my PD planning.	0	1	5	6	12
The coach helped me diagnose needs and develop PD goals with my teachers.	0	0	3	8	13
The coach helped me design PD for my teachers.	0	1	2	4	17
The coach helped me analyze post-PD data and reflect to plan for future PD for my teachers.	0	0	2	3	19
Working with the coach helped me plan the support I would need to implement the SETTT for Success PD Planning Cycle with my teachers.	0	1	1	4	18
The coach's feedback helped me improve my teachers' content knowledge and my teachers' instructional planning knowledge.	0	1	1	3	19

Note: *The total number of responses varies by question because one trainer did not answer all questions.

	Too Few/short	About the Right	Too Many/long
The number of coaching sessions was:	2	22	0
The length of the coaching sessions was:	1	23	0

3. Community of Practice Satisfaction Survey Results

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
I have increased my knowledge of teaching students with significant cognitive disabilities by participating in the SETTT for Success Community of Practice.	0	2	5	5	12

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
The SETTT for Success community discussions supported the content presented in the professional learning modules.	0	2	4	9	9
Getting to know other SETTT for Success participants gave me a sense of belonging to the community of teacher trainers.	1	3	3	12	5
I was able to form distinct impressions of some participants.	0	2	9	8	5
Online or web-based communication is an excellent medium for social interaction.	1	2	10	8	3
I felt comfortable conversing through the online SETTT for Success dashboard.	2	2	8	10	2
I felt comfortable participating in the online discussions.	0	3	7	9	5
I felt comfortable interacting with other SETTT for Success participants.	1	2	6	9	6
I felt comfortable disagreeing with other SETTT for Success participants while still maintaining a sense of trust.	0	2	11	8	3
I felt that my point of view was acknowledged by other SETTT for Success participants.	0	2	6	8	8
Online discussions helped me to develop a sense of collaboration.	1	5	3	8	7
Online discussions were aligned to the current focus of my work in the PD planning cycle.	0	4	9	5	6
Participating in the community was worth my time and effort.	0	3	7	8	6
I would go to the community in the future to ask questions, answer questions, or receive support.	1	6	5	5	7
I would go the SETTT for Success Community of Practice in the future to seek and share training resources.	0	5	5	6	8

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
I would recommend the SETTT for Success community to other trainers.	0	3	5	7	9

Note: Results are based on 24 of 25 trainers; one trainer did not complete this survey.

4. Resource Collection Satisfaction Survey Results

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
The resources in the collection are appropriate for standards-aligned academic instruction of students with significant cognitive disabilities.	0	1	2	10	11
The collection offers resources for a variety of learners at varying levels of complexity.	0	0	3	11	10
The resources in the collection are customizable for a variety of classrooms and student needs.	0	0	4	10	10
I have increased my own knowledge by exploring the resources in the collection.	0	1	4	9	10
The size of the resource library is adequate for my own professional learning needs.	0	2	4	11	7
I would go to the resource collection in the future to answer my own content or teaching questions.	0	1	6	9	8
The resources in the collection adequately represent the range in academic content that my teachers teach.	0	2	4	11	7
The size of the resource library is adequate for my training planning needs.	0	2	4	10	8
The total time required to navigate and select resources from the collection is manageable.	0	3	1	14	6

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
Exploring the resources is worth my time and effort.	0	1	4	11	8
The resource collection is easy to understand and use.	0	2	4	11	7
I find what I need in the resource collection.	0	4	3	13	4
I intend to incorporate the resources in the collection into my professional development planning.	0	1	5	12	6
I intend to incorporate the resources in the collection into my professional development delivery.	0	1	5	13	5
I would recommend the resource collection to other trainers.	0	2	3	14	5

Note: Results are based on 24 of 25 trainers; one trainer did not complete this survey.

5. Technology System Usability Survey Results

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
I would like to use the SETTT for Success Dashboard frequently.	0	2	11	7	4
I found the SETTT for Success Dashboard unnecessarily complex.	3	10	6	4	1
I thought the SETTT for Success Dashboard was easy to use.	1	0	9	10	4
I think I would need the support of a person with technical knowledge to be able to use the SETTT for Success Dashboard.	6	7	8	3	0
I found that the various functions of the SETTT for Success Dashboard were well integrated.	1	0	7	13	3
I thought that there was too much inconsistency in the SETTT for Success Dashboard.	3	12	7	1	1

Survey Item (N=24)	1 Strongly Disagree	2	3	4	5 Strongly Agree
I would imagine that most people would learn to use the SETTT for Success Dashboard very quickly.	0	0	12	9	3
I found the SETTT for Success Dashboard very awkward to use.	5	9	6	3	1
I felt very confident using the SETTT for Success Dashboard.	1	2	7	12	2
I needed to learn a lot of things before I could start using the SETTT for Success Dashboard.	3	12	5	4	0
The SETTT for Success Dashboard supported my use of the SETTT for Success Professional Development Planning Cycle as I planned and implemented my teacher PD.	0	1	6	15	2

Note: Results are based on 24 of 25 trainers; one trainer did not complete this survey.

APPENDIX B: INSTRUMENTS

1. Professional Development Artifact Rubric

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
1a. Teacher learning goals directly relate to local opportunities and constraints.	Diagnose phase worksheet (opportunities and constraints, preliminary PD goals), Design phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agenda	Teachers will incorporate aspects of UDL into their academic lesson plans (based on a building-wide emphasis on UDL strategies).	There is no evidence that goals align to local opportunities and constraints.	Goals partially align to local opportunities and constraints.	Goals fully align to local opportunities and constraints. For returning trainers, PD cycle plans/trainer learning goals [may] continue from prior work in the Diagnose phase, or new data may be collected and considered.
1b. The teacher's learning goals are related to student achievement data.	Diagnose phase worksheet (what do the data show, preliminary PD goals), Design phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agenda	Teachers will design instruction aimed at improving student performance on the science and engineering practice of using data displays and models (based on local science data indicating a need for improvement in this area).	There is no evidence that goals align to student achievement data.	Goals partially align to student achievement data.	Goals fully align to student achievement data. For returning trainers, PD cycle plans/trainer learning goals [may] continue from prior work in the Diagnose phase.

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
1c. The teacher's learning goals consider what knowledge, attitudes, skills, aspirations, or behaviors (KASABs) need to change for teachers to improve academic instruction.	Diagnose phase worksheet (potential influencers/what needs to change table, preliminary PD goals), Design phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agenda	Teachers need support to understand math and science standards (knowledge). Teachers use strategies that aren't a good fit for the content. They need to learn inquiry-based approaches (skills).	Goals do not consider KASAB influences and changes.	Goals only partially consider KASAB influences and changes.	Goals fully consider KASAB influences and changes.
1d. The teacher's learning goals are specific and measurable.	Diagnose phase worksheet (preliminary PD goals), Design phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agendas	Teachers will design and implement five inquiry-based lessons in math and science when teaching about using data displays and models.	Goals are not specific or measurable.	Goals are only partially measurable and/or at least one is a measurable goal.	Goals are specific and measurable.

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
1e. The teacher learning goals build teacher capacity for future comprehensive academic instruction (CAI).	Diagnose phase worksheet (preliminary PD goals), Design phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agendas	Goals focus on a specific academic content area. Goals build a foundation for future improvements in academic instruction for students.	Goals do not focus on academic content (e.g., functional skills) or building teacher capacity to implement future CAI.	Goals only partially focus on academic content or building teacher capacity to implement CAI.	Goals fully focus on academic content or building teacher capacity to implement CAI.
1f. The PD plan ensures teacher engagement with the PD content through active learning strategies.	Design phase worksheet (learning activities column of PD plan) Coaching log—summary of session, coaching session agendas	Thinking, discussing, problem-solving, creating, and explaining Peer collaboration opportunities Using online whiteboards during Zoom breakout sessions Use of video or student work samples to analyze instruction	The PD plan does not include active learning strategies.	The plan includes limited examples of active learning strategies.	The plan includes extensive examples of active learning strategies.

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
1g. The PD plan includes high-quality resources that support attainment of the teacher learning goals.	Design phase worksheet (resources column of PD plan) Condensed worksheet Coaching log—summary of session, coaching session agendas	The plan includes resources from the SETTT for Success resource library. The plan includes other resources that meet SETTT for Success inclusion criteria.	The plan does not include high-quality resources that support teacher learning goals.	The plan partially includes high-quality resources that support teacher learner goals.	The plan fully includes high-quality resources that support teacher learning goals.

2. Professional Development Evaluation Survey—Required Questions

Thank you for your time, input, and expertise during your participation at today's Professional Development. Please complete the following feedback survey. Your feedback is valuable!

Please indicate your level of agreement with the following statements:

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
3. I intend to apply what I learned in this PD experience to my professional practice.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. Completing this PD experience was worth my time and effort.	Strongly Disagree	Disagree	Agree	Strongly Agree

5. How will you apply what you learned in this PD experience to your own professional practice? (optional)

Note: Adapted from Dynamic Learning Maps® (2022).

APPENDIX C: SITE IMPLEMENTATION RESOURCES

1. Installation Stage Planning Worksheet

The purposes of the Installation stage are to configure the model for local implementation and build the infrastructure necessary to implement successfully the SETTT for Success model. Infrastructure includes:

- teacher trainer and site leadership capacity
- policies
- procedures
- resources

Steps to Complete

A. Use the Installation planning worksheet and have one or more planning meetings with site leaders and SETTT for Success project staff to work through several steps:

   1. Clearly configure and define SETTT for Success for the site.
   2. Check that the implementation team has the needed perspectives and the appropriate knowledge, skills, functions, and authority to support infrastructure development and improvement of SETTT for Success.
   3. Identify other key stakeholders.
   4. Develop selection criteria for trainers.
   5. Secure and develop infrastructure resources and supports.
   6. Select trainers.

B. Kick off the project with trainers, the site implementation team, and other stakeholders.

C. Develop and use feedback loops between trainers, the site implementation team, and stakeholders to ensure effective communication.

Questions to Answer

Site staff may feel prepared to answer some of these questions independently. We can discuss any of these topics during site preparation meetings.

Fit to Site

A. How is SETTT for Success supporting goals or initiatives in your site? By adopting it, what would you envision for one year from now? Five years from now?

B. Knowing that the goal of SETTT for Success is to improve academic instruction and outcomes for students with the most significant cognitive disabilities, are there any non-negotiable priorities (topics, strategies) for your site?

Personnel

A. Implementation team members: Your implementation team may be of any size, but it needs to have members who can make the project successful. Consider:

   - Who in your site is in a position to ensure the approach is adopted, resources are allocated, and infrastructure is in place to support long-term implementation?
   - Who would need to be involved in problem-solving, removing barriers, or championing the project if local conditions change?
   - Who would be using data on project implementation for continuous improvement?
   - Who will work with project staff to plan for sustainability after the grant funding ends?

B. Trainers: Who will be a trainer in your site? Here are some key characteristics we look for. What criteria are important in your site?

   - Prior experience is not essential.
   - Openness to new learning is essential.
   - Trainers must be able to fit this into their role and time.

C. Other stakeholders: Who else in your site needs to be informed about the project and its implementation? Who else might have questions about the project or have the ability to support long-term implementation?

Other Infrastructure

A. What policies, procedures, and practices exist in your site that will support SETTT for Success? Are there any policies, procedures, or practices that might introduce barriers?

B. What schedule or time commitments (e.g., release time) has the site made for teacher PD to happen?

C. What time commitments will be made so trainers have time to learn the approach (PD, coaching, community of practice)? What time commitments are being made so that trainers have time to implement the approach?

D. What conditions need to be in place to ensure trainers, implementation team members, and other stakeholders are communicating regularly and proactively about the project?

E. How will the implementation team monitor and evaluate risks and solve problems that might arise? How would you like project staff to be involved in this process?

Other Logistics

A. (If applicable) Will multiple trainers learn together? Will they work together to deliver PD?

B. Would you like to plan for a site-level kickoff meeting? This generally involves the site implementation team, trainers, and other stakeholders, with KU project staff leading the meeting.

C. Are there any other concerns or questions at this point?

2. Site-Level Implementation Drivers, Definitions, and SETTT for Success Examples

Implementation Driver	Definition	SETTT for Success Examples
Adaptation	Modifications to accommodate specific site contexts and requirements	Adaptations are made to SETTT for Success implementation processes/ procedures in ways that still ensure fidelity to the SETTT for Success approach. Adaptations are made mid-stream to planned PD while ensuring fidelity to SETTT for Success.
Attrition	Participants and/or other site staff leave their position and/or discontinue participation	Key personnel (trainer, site lead, a champion of the work in a leadership position) leave or change position.

Implementation Driver	Definition	SETTT for Success Examples
Communication	Methods or styles of communication among sites and/or participants	Communication between Site Leads and trainers; between Site Leads and site leadership or stakeholders; among multiple trainers
Facilitative administration	The site has structures and processes in place that support implementation.	The site provides support and expects that PD makes use of a range of data inputs to inform focus and decision making; provides support to keep staff organized and focused on the desired outcomes; and provides time for adult learning (trainers and teachers). The site emphasizes using data to inform PD decisions.
Leadership	Influence of site and/or SEA leadership with respect to implementation	The site lead oversees the project; keeps abreast of any new challenges, constraints, or risks; works on mitigation strategies; and supports trainers. If a trainer is acting as site lead, the trainer has support from other site leadership for SETTT for Success.
Organizational climate	Attitudes among site staff and/or socio-political and community-level beliefs that impact implementation	The site has clarity of SETTT for Success-related mission and goals; the site is cohesive, open to communication, open to change, and gives trainers autonomy in determining PD and learning goals.
Organizational structure	Configuration of sites that impacts implementation	The site has policies, procedures, and decision-making that supports trainers and site leads in doing the work; this includes space, staffing, training, computers, e-communication, access to data, etc.

Implementation Driver	Definition	SETTT for Success Examples
Problem-solving	Participants attempt to address and work around barriers to implementation.	Site leads and trainers look for solutions to roadblocks or barriers that arise; they persist even if leadership is non-responsive and even when their site conditions do not fully support teacher PD.
Selection/ recruitment	Staff selected to serve as site leads and trainers have the knowledge, skills, and/or dispositions for successful implementation.	The site recruits and selects trainers that align with the background and dispositions necessary to learn how to deliver the SETTT for Success model with fidelity.

Note: Implementation drivers (used to code site-level data) were adapted from Fixsen et al. (2005).